



Kershaw County School District

1301 Dubose Court
Camden, SC 29020

Grades	PK-12 District	
Enrollment	10,347 Students	
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average*
2010	Average	Good
2009	Below Average	At-Risk
2008	Average	Good
2007	Average	Average

* The District's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

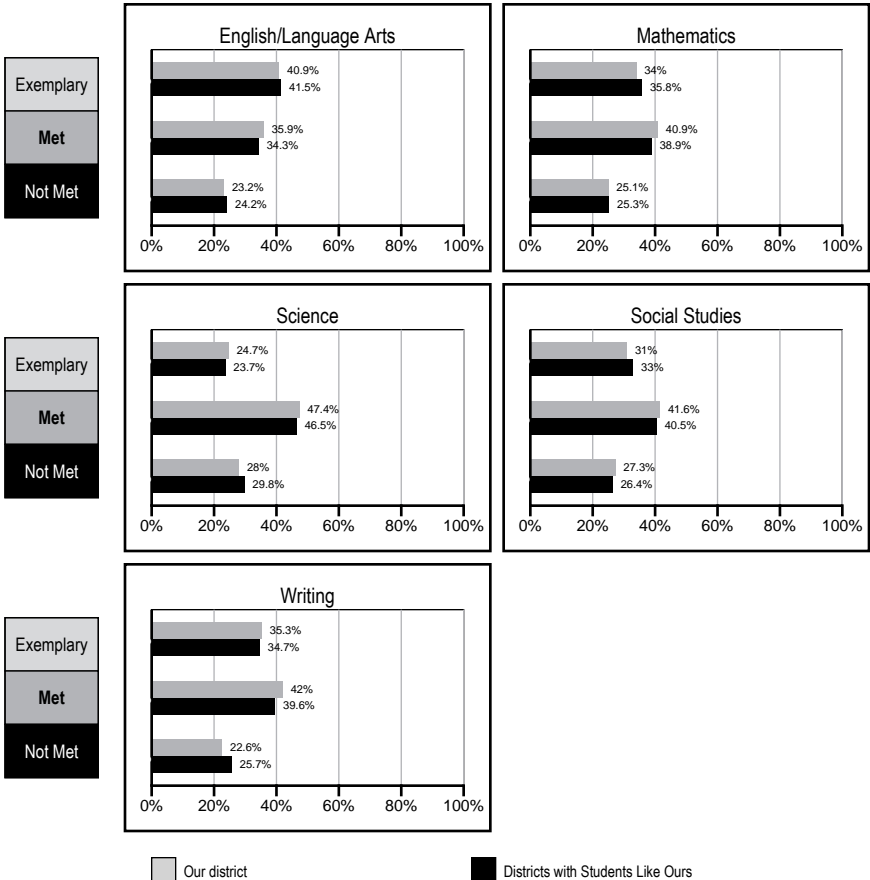
97.5%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	10	8	0	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed both subtests	75.7%	77.0%	79.5%	78.0%	80.1%	79.9%
Passed one subtest	14.4%	13.7%	13.4%	11.8%	10.7%	11.6%
Passed no subtests	9.9%	9.4%	7.2%	10.2%	9.2%	8.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	76.7%	82.8%
English 1	74.5%	74.6%
Biology 1/Applied Biology 2	68.8%	69.8%
Physical Science	60.6%	59.9%
US History and the Constitution	38.7%	48.2%
All Subjects	64.8%	67.8%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	814	777	906	908
Number of Graduates in Cohort	595	571	633	638
Rate	73.1%	73.5%	71.9%	74.2%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	817	N/A	872
Number of Graduates in Cohort	N/A	607	N/A	627
Rate	N/A	74.3%	N/A	73.3%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=10,347)				
First graders who attended full-day kindergarten	98.0%	Down from 98.9%	98.3%	99.6%
Retention rate	2.7%	No Change	1.8%	2.3%
Attendance rate	95.7%	Down from 95.9%	95.7%	95.8%
Served by gifted and talented program	21.2%	Down from 22.5%	19.0%	14.0%
With disabilities other than speech	5.2%	Down from 8.7%	7.4%	7.4%
Older than usual for grade	2.8%	Down from 4.0%	2.4%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Down from 2.1%	0.9%	0.5%
Enrolled in AP/IB programs	17.0%	Up from 16.5%	18.3%	12.2%
Successful on AP/IB exams	52.8%	N/A	50.4%	52.9%
Eligible for LIFE Scholarship	31.0%	Down from 35.3%	31.4%	30.3%
Enrolled in adult education GED or diploma programs	83	Up from 45	83	66
Completions in adult education GED or diploma programs	56	Up from 33	56	35
Annual dropout rate	3.6%	Up from 2.6%	3.1%	2.8%
Teachers (n=635)				
Teachers with advanced degrees	67.9%	Up from 66.3%	61.4%	61.2%
Continuing contract teachers	88.7%	Up from 86.8%	86.8%	85.6%
Teachers returning from previous year	92.4%	Up from 92.0%	91.8%	90.3%
Teacher attendance rate	95.6%	Down from 96.6%	95.6%	95.2%
Average teacher salary*	\$48,528	Up 0.4%	\$47,569	\$46,166
Vacancies for more than nine weeks	0.2%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	10.2 days	Up from 8.8 days	11.3 days	12.2 days
District				
Superintendent's years at district	5.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 21.5 to 1	22.1 to 1	21.7 to 1
Prime instructional time	90.5%	Down from 92.1%	90.6%	90.1%
Dollars spent per pupil**	\$8,567	Down 7.1%	\$8,783	\$9,140
Percent of expenditures for teacher salaries**	55.0%	Up from 53.2%	55.3%	53.5%
Percent of expenditures for instruction**	61.0%	Up from 60.2%	59.0%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	19	No Change	13	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.3%	Down from 3.5%	1.2%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	19.0	No Change	11.0	8.0
Parents attending conferences	96.8%	Down from 99.1%	96.0%	96.6%
Average administrator salary	\$78,315	Down 4.4%	\$78,144	\$78,000

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	683	90.9%	3860	64.8%	814	73.1%	Yes
Gender							
Male	359	87.7%	1972	64.9%	418	67.5%	N/A
Female	324	94.4%	1866	64.9%	396	79.0%	N/A
Racial/Ethnic Group							
White	436	94.0%	2555	72.7%	543	74.8%	N/A
African American	230	84.3%	1161	48.6%	252	70.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	16	100.0%	114	56.1%	16	62.5%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	65	47.7%	240	32.5%	64	43.8%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	46	52.2%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	300	84.0%	1901	56.0%	349	62.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	90.9%	92.1%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	485	477	504	483	460	451	1450	1411		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	19.0	19.3	19.8	20.0	20.4	20.5	20.4	20.4	20.0	20.2
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	0.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

This has been another school year of great student achievement and academic excellence. A Center for American Progress study rated the Kershaw County School District (KCS D) as providing a "high return on investment"—the only school district in the Midlands and one of only 12 in the state to earn the report's highest productivity rating. KCS D averages were higher than the state averages in 23 of the 30 possible 2010 PASS categories. Local seniors' SAT average composite score jumped 17 points to outperform the state composite score. Nine schools—Baron DeKalb Elementary, Bethune Elementary, Blaney Elementary, Camden Elementary, Camden High, Leslie M. Stover Middle, Lugoff-Elgin Middle, North Central Middle and Wateree Elementary—were recognized by the State Board of Education in the Palmetto Gold and Silver program for academic achievement and closing achievement gaps. All schools achieved passing or better ratings on the State Report Card for the first time since the report cards were instituted. All of the district's elementary schools achieved "Adequate Yearly Progress" for the first time. ATEC students exceeded national career and technical education performance standards in 2010. Seven more Kershaw County teachers earned National Board certification (the highest credential available in the teaching profession) while four others earned their recertification. This brings the total number of district teachers who are National Board certified to 151 or 21 percent of the teaching staff, compared to only 15.5 percent statewide who have the certification.

The district's performance has received statewide and national recognition at all levels. Blaney Elementary teacher Tonya Jackson and Lugoff-Elgin High teacher Holly Sullivan were chosen as national finalists for the Presidential Award for Excellence in Mathematics and Science Teaching. Camden Elementary teacher Trudy Ranges was named an Unsung Hero by ING. Pine Tree Hill Elementary instructional assistant Rebecca South was named the SC Paraprofessional of the Year. The school improvement councils of Baron DeKalb Elementary and Doby's Mill Elementary were named to the SC School Improvement Council Honor Roll. Doby's Mill Elementary was named an Exemplary Writing Program Award winner. Wateree Elementary School received a PBIS Exemplar award while Doby's Mill Elementary earned a PBIS Ribbon honor. North Central High was recognized as a "Champion of the Environment" by DHEC. Camden Middle students won seven out of 10 awards given for 7th grade projects at the regional science fair. Blaney Elementary's archery team won the Department of Natural Resources' state competition and advanced to the national finals. Lugoff-Elgin Middle's wrestling team won the state championship. The district's Class of 2011 high school graduates earned \$5,293,817 in college scholarships.

In addition, Jackson School became the first "LEED Gold" certified school in South Carolina for its environmentally sustainable design while the first phase of the programs funded by the \$5.7 million Safe Schools/Healthy Students federal grant was implemented. This grant utilized existing community agencies and resources to deliver services to students and their families. The grant also led to the United Way of Kershaw County receiving a \$300,000 grant to support an intensive mentoring program.

Frank E. Morgan, Ed.D., Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 27 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

4

Title I Schools' School Improvement Status

School	Status	School	Status
Midway Elementary	CSI-HOLD	Dobys Mill Elementary	NI

The Kershaw County School District consists of 19 public schools with 2 of these schools, or 10.5%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	4781	99.7	23.1	36.1	40.9	85.2	82.4	Yes	Yes
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Gender									
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Male	2498	99.7	27	35.3	37.7	82.3	78.7	N/A	N/A
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Female	2283	99.7	18.8	36.9	44.3	88.4	86.2	N/A	N/A
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Racial/Ethnic Group									
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White	3130	99.7	17.2	33.8	49	89.1	88.9	Yes	Yes
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African American	1406	99.6	36.4	39.5	24.1	76.3	72.9	No	Yes
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Asian/Pacific Islander	26	100	N/AV	N/AV	N/AV	N/AV	93	I/S	I/S
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Hispanic	208	100	24.5	46.4	29.2	84.4	79.3	Yes	Yes
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American Indian/Alaskan	11	100	N/AV	N/AV	N/AV	N/AV	83	I/S	I/S
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Disability Status									
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Disabled	591	99	60.7	25.6	13.7	51.1	48.1	No	Yes
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Migrant Status									
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
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Limited English Proficient									
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Limited English	139	100	28.2	45.8	26.1	81.7	78.3	Yes	Yes
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Socio-Economic Status									
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Subsidized meals	2667	99.6	31.7	38.9	29.4	79.2	75.4	Yes	Yes
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Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	4781	99.7	25.1	41.1	33.8	84.2	81.9	Yes	Yes
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Gender									
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Male	2498	99.8	26.7	39.1	34.2	82.3	79.9	N/A	N/A
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Female	2283	99.7	23.3	43.3	33.4	86.3	84.1	N/A	N/A
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Racial/Ethnic Group									
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White	3130	99.7	17.4	41.8	40.8	88.9	88.9	Yes	Yes
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African American	1406	99.6	42.3	39.1	18.7	72.9	71.4	No	Yes
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Asian/Pacific Islander	26	100	8.7	30.4	60.9	95.7	94.6	I/S	I/S
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Hispanic	208	100	27.6	45.3	27.1	87.5	81.1	Yes	Yes
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American Indian/Alaskan	11	100	9.1	45.5	45.5	90.9	84.4	I/S	I/S
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Disability Status									
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Disabled	591	99.2	63.8	24.5	11.7	51.2	47.3	No	Yes
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Migrant Status									
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
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Limited English Proficient									
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Limited English	139	100	30.3	44.4	25.4	85.2	81.4	Yes	Yes
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Socio-Economic Status									
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Subsidized meals	2667	99.6	34.6	41.8	23.6	77.8	74.9	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	3204	99.6	27.7	47.6	24.6	72.3	68.6
Gender							
Male	1678	99.5	27.5	45.5	27	72.5	68.3
Female	1526	99.7	28	50	22.1	72	68.9
Racial/Ethnic Group							
White	2095	99.5	18.7	49.9	31.4	81.3	80.7
African American	948	99.8	47.1	42.3	10.6	52.9	51.4
Asian/Pacific Islander	18	100	18.8	37.5	43.8	81.3	85.3
Hispanic	135	100	34.1	51.2	14.7	65.9	61.6
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	386	98.7	60.5	29.7	9.8	39.5	35.7
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	91	100	40.4	50	9.6	59.6	60.7
Socio-Economic Status							
Subsidized meals	1797	99.5	38.6	46.4	15	61.4	57.3

Social Studies

All Students	3208	99.4	27.2	41.8	31	72.8	72.5
Gender							
Male	1676	99.3	27.8	37	35.2	72.2	72
Female	1532	99.5	26.5	46.9	26.6	73.5	73.1
Racial/Ethnic Group							
White	2104	99.4	22	41.3	36.7	78	81
African American	936	99.3	39.7	42.4	17.9	60.3	60
Asian/Pacific Islander	19	100	5.9	17.6	76.5	94.1	89
Hispanic	142	100	23.3	50.4	26.3	76.7	69.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	412	98.5	54.5	30.7	14.8	45.5	40.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	94	100	28.6	52	19.4	71.4	69.7
Socio-Economic Status							
Subsidized meals	1792	99.2	36.7	43.5	19.8	63.3	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	1562	98.5	22.2	42.3	35.5	77.8	73.2	95.9	96.1
Gender									
Male	813	98.3	26.8	42.8	30.4	73.2	67.2	95.8	96.1
Female	749	98.7	17.2	41.7	41.1	82.8	79.4	96	96.2
Racial/Ethnic Group									
White	1036	98.9	16	43	41.1	84	81.5	95.6	95.9
African American	441	97.1	33.9	41.8	24.3	66.1	61.3	96.4	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87	96.9	97.2
Hispanic	73	100	39.7	33.8	26.5	60.3	66.7	96.4	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2	95.3	95.1
Disability Status									
Disabled	172	89.5	72.6	20.5	6.8	27.4	26	95.2	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	N/A	96.8
Limited English Proficient									
Limited English	45	100	39.2	29.4	31.4	60.8	65.7	97	96.9
Socio-Economic Status									
Subsidized meals	821	98.3	32.9	42.2	24.9	67.1	63.2	95.5	95.7

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	799	99.6	19.3	26.8	53.8	80.7
	4	783	99.7	21.7	38.8	39.5	78.3
	5	817	99.9	22.1	43.9	34.1	77.9
	6	820	99.8	24.6	38.1	37.3	75.4
	7	762	99.6	22.7	34.5	42.8	77.3
	8	802	99.4	29.8	30.2	40.1	70.2
2011	3	782	99.7	18.9	24.9	56.2	81.1
	4	794	99.9	19.1	44.5	36.4	80.9
	5	794	99.6	20.5	46.2	33.3	79.5
	6	799	99.8	27	33.4	39.6	73
	7	839	99.6	28.3	31.9	39.9	71.8
	8	773	99.6	24.4	35.7	39.9	75.6
Mathematics							
2010	3	799	100	28.1	33.9	38	71.9
	4	783	99.7	18.2	43.1	38.7	81.8
	5	817	99.9	28.6	42.5	29	71.4
	6	820	99.8	30	45	25	70
	7	762	99.7	28.9	46.5	24.6	71.1
	8	802	99.4	30.8	42.3	26.9	69.2
2011	3	782	99.9	27.6	28.8	43.6	72.4
	4	794	99.9	19.6	41.5	38.9	80.4
	5	794	99.6	24.7	41.8	33.6	75.3
	6	799	99.8	26	45.3	28.7	74
	7	839	99.5	28.2	41.6	30.3	71.8
	8	773	99.6	24.2	47.9	28	75.8
Science							
2010	3	402	99	45.2	35.7	19.1	54.8
	4	780	99.9	27.9	60.5	11.5	72.1
	5	407	98.8	41.1	47	11.8	58.9
	6	414	99.5	36.3	46.5	17.3	63.8
	7	758	99.9	19.2	46.6	34.2	80.8
	8	407	99	25.6	36.1	38.4	74.4
2011	3	388	99.5	35.2	38.7	26.1	64.8
	4	794	99.9	27.4	59	13.6	72.6
	5	396	99.8	35.9	49.2	14.9	64.1
	6	397	99	27.7	53	19.3	72.3
	7	839	99.5	23.8	45.4	30.8	76.2
	8	390	99.7	21.1	30.8	48.1	78.9

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	397	99	28.3	44.4	27.2	71.7
	4	781	100	20.7	51.9	27.3	79.3
	5	413	99.3	36.3	46.8	16.9	63.7
	6	404	99.8	15.4	56.4	28.2	84.6
	7	760	99.5	31.7	38.7	29.6	68.3
	8	391	99.7	24.1	37.2	38.7	75.9
2011	3	394	99.5	22.7	51	26.3	77.3
	4	794	99.9	23.8	51.6	24.6	76.2
	5	397	99.2	30.7	38.3	31	69.3
	6	401	99	18.4	51.7	29.9	81.6
	7	839	99.4	36.7	28.6	34.7	63.3
	8	383	98.7	23.6	33.7	42.7	76.4
Writing							
2010	3	802	98.9	28.4	36.2	35.3	71.6
	4	781	98.7	17.7	45.3	37	82.3
	5	812	97.9	26.1	39.4	34.5	73.9
	6	817	98.9	22.8	43.1	34.1	77.2
	7	766	98.8	22.1	43.5	34.4	77.9
	8	807	98.4	25.3	40.1	34.6	74.7
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	791	98	19.4	41	39.6	80.6
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	771	99	25	43.7	31.3	75

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	719	99.0	8.9	30.3	28.5	32.3	70.2	68.0	No	Yes
Male	341	98.5	13.2	32.8	28.2	25.8	62.6	63.1	N/A	N/A
Female	378	99.5	5.2	28.0	28.8	38.0	76.9	73.1	N/A	N/A
White	447	99.6	4.6	23.6	29.6	42.3	80.1	79.4	Yes	Yes
African American	243	97.9	17.5	40.6	26.5	15.4	51.3	51.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	26	100.0	4.0	52.0	32.0	12.0	72.0	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	70	98.6	41.8	44.8	10.4	3.0	17.9	74.0	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	9	I/S	I/S	I/S	I/S	I/S	I/S	45.1	I/S	I/S
Subsidized meals	372	98.7	14.1	39.3	28.5	18.1	58.2	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	719	99.0	18.4	32.4	28.8	20.3	61.5	62.3	No	Yes
Male	341	98.5	21.5	35.3	25.8	17.5	57.1	61.4	N/A	N/A
Female	378	99.5	15.8	29.9	31.5	22.8	65.5	63.2	N/A	N/A
White	447	99.6	11.8	28.4	32.3	27.5	71.8	75.3	Yes	Yes
African American	243	97.9	31.6	40.2	19.2	9.0	41.5	42.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	26	100.0	12.0	32.0	56.0	N/A	68.0	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	70	98.6	61.2	29.9	6.0	3.0	16.4	67.7	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	9	I/S	I/S	I/S	I/S	I/S	I/S	47.1	I/S	I/S
Subsidized meals	372	98.7	27.4	38.7	23.7	10.2	48.6	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	719	96.4	51.9	14.3	14.9	18.9	N/A	N/A	N/A	N/A
Male	341	95.0	53.7	14.2	14.5	17.6	N/A	N/A	N/A	N/A
Female	378	97.6	50.4	14.4	15.2	20.1	N/A	N/A	N/A	N/A
White	447	97.8	38.9	15.8	19.5	25.9	N/A	N/A	N/A	N/A
African American	243	93.4	75.8	10.6	7.0	6.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	26	100.0	65.4	19.2	7.7	7.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	70	88.6	85.5	4.8	8.1	1.6	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	9	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	372	93.8	65.6	13.5	12.6	8.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	774	99.0	11.7	34.2	29.2	24.9	65.9	65.9
	2011	719	99.0	8.9	30.3	28.5	32.3	70.2	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	773	99.2	19.1	32.2	29.2	19.6	59.0	62.3
	2011	719	99.0	18.4	32.4	28.8	20.3	61.5	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate, grades K-8	95.7%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year